UNITED
NATIONS

E

Economic and Social
Council

Distr.
GENERAL

E/1989/5/Add.4
19 February 1991

Original: ENGLISH

First regular session of 1991

IMPLEMENTATION OF THE INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS

Additional information submitted by States parties to the Covenant following the consideration of their reports by the Committee on Economic, Social and Cultural Rights

Addendum

JAMAICA */

[5 July 1990]

General matters

1. Distribution of hurricane relief: describe the mode of distribution and the target population for relief money following hurricane Gilbert - not where it came from, but where it went.

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*/ At the 10th to 12th and 15th meetings of its fourth session, held from 22 to 24 January 1990, (E/C.12/1990/SR.10-12 and 15), the Committee considered the initial reports of Jamaica concerning rights covered in articles 10 to 12 (E/1986/3/Add.12), 13 to 15 (E/1988/5/Add.3) and second periodic report concerning rights covered in articles 6 to 9 (E/1984/7/Add.30) of the Covenant.

By a note dated 5 July 1990, the Jamaican Government submitted additional information which relates to the consideration of its reports by the Committee and is reproduced in the present document.

Mode of distribution

(a) Victims were visited by investigators of the Ministry of Labour, Welfare and Sport soon after the hurricane to assess damages. On the prescribed forms, personal and household data, the degree of damage and the level of assistance merited were recorded;

(b) The completed forms were scrutinized in the Ministry, their particulars were computerized, and based on the information collected, building certificates of various values were printed;

(c) These certificates were sent to the Parish Managers of the Ministry of Labour, Welfare and Sport for distribution to victims;
Building Certificates could be exchanged at hardware stores for building material to rebuild or repair houses;

(d) Zinc sheets received as gifts from other countries were also distributed directly to householders through the Ministry of Local Government;

(e) Some recipients of Building Certificates for construction of houses were offered units constructed by the Ministry of Labour, Welfare and Sport in exchange for the Certificates. Others who had lost houses, but had not yet received certificates by the time the Ministry's houses were ready, received houses in lieu of certificates;

Target population

(f) The primary target population was the owners of damaged/destroyed houses; a small percentage of tenants also received certificates which were to be redeemed for mattresses.

Articles 6 to 9

2. Collective bargaining. What percentage of the working population is covered by collective bargaining agreements? Not available.

3. Minimum wage. What percentage of the labour force is employed at the minimum wage? Not available.

4. Conditions of work for children. What is the minimum age for employment and maximum hours of work for children? Entry into the Jamaican labour force is at age 14.

5. Is there a list of prohibited occupations? There are no special laws re prohibited occupations for children.

6. Labour inspectorate. Jamaica has a problem in the supply of information to International Labour Organisation. What is the nature of the labour inspectorate? Is it generalized or specialized? Inspectors investigate complaints by employees, and if the employer is negligent, a claim is made on him, if not, the employee is notified. Inspectors also do inspections on an unsolicited basis.

7. How many inspectors are there and what is the work load? There are six Inspectors, four Administrators, and four Support staff who do inspections and investigate complaints i.e. to see that labour laws are carried out and that employees are justly treated. The corrective measures used go as far as prosecution. The work load in recent years has been as follows: average annual inspections 1985-89 = 105; average annual investigations 1985-89 = 210.

Articles 10 to 12

8. Juvenile delinquency. What are the causes of juvenile delinquency in Jamaica?

(a) Family dislocation/problems within the family, for example caused by absentee parents or guardians due to:

(i) Breakdown in arrangements made for the care of the child placed with relatives or close friends by migrating parents;

(ii) A phenomenon which has arrived with the advent of I.C.I.'s (Informal Commercial Importers), that of children left to fend for themselves during mothers' shopping trips abroad;

(b) Economic conditions: unemployment of parent(s) may be an underlying factor in the delinquent behaviour of a number of children due to cramped housing, overcrowded accommodations, hunger and malnutrition which are the reality for some children living with parents who cannot afford to maintain them;

(c) Conflicts between parents: quite often the child blames herself or himself for this;

(d) Conflict between parent and child: this is a classic phenomena of the teen years. The child exhibits testing behaviour as he/she swings between childhood and adulthood. Conflict may of course and does occur at an earlier stage;

(e) Child abuse: cramped housing, unemployment, frustration, poor parenting skills - and especially around discipline - are reasons for parents' physical abuse of their children. This may cause children to abscond from home and as a result a pattern of delinquency may set in. Sexual abuse of children within the home may in some instances result in delinquent behaviour of the child within the home; or some children may leave the home;

(f) Emotional rejection of the child: this may occur because of stresses being undergone by the parent(s) or there may be deeper underlying reasons. The child's response to this may be a drift toward delinquent behaviour. Some children whose behaviour has become uncontrollable are children found to be experiencing emotional deprivation;

(g) The educational system: frustration and unhappiness at school may cause a child to begin truanting and get caught up in delinquent behaviour, pornography, drugs, prostitution, etc. This aspect is again related to the

country's economic situation. The quota of guidance counsellors per school (regardless of size) is one. The rate is therefore often one counsellor: 1,200 students. Also, guidance counsellors services exist only at secondary high school level whereas they need to be instituted at all levels;

(h) Society: the community no longer offers to the child the safety-net which it did in an early Jamaica of up to 15 years ago - where each adult was a parent. With the coming of technology bringing countries closer to each other, there has been a breakdown in discipline within the society. Role models have changed; the media suggests macho aggressive males; products need to be marketed by an expensive looking female; the senses of the young are becoming dulled by violence on the television; the life-style seen there bears no relationship to that of most Jamaican youth, but it certainly sets up an expectation of what they want to be or want to have. This may be leading some youth into criminal activity as they try to acquire what they see.

9. Life expectancy: please provide separate figures on life expectancy for male and female. Male: 69.0 years; female: 72.6 years.

Articles 13 to 15

10. Education: what is the percentage of women in primary, secondary and university education?

(a) Primary (Grades 1-6) - 50.4 per cent (1987/88)

(b) Secondary (Grades 7-13) - 52.3 per cent (1987/88)

(c) University - 59.5 per cent (1988/89)

11. What is the teacher/student ratio?

(a) Primary - 1:41 (1988/89)

(b) Secondary - 1:19 (1988/89)

12. What is the total percentage of children going to school?

Age group	Percentage of age cohort in school
3-5	80
6-11	98
12-17	71